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ABSTRACT

A program designed to increase the effectiveness of foreign language laboratory utilization by employing language laboratory aides in a city high school which has a large concentration of culturally disadvantaged pupils is described in this report. By providing laboratory aides, teachers have more opportunity to give individual attention to pupils who are in need of special help. The following aspects of the model Bay City Plan are examined: (1) specific objectives, (2) population served by the project, (3) description of project procedures, (4) project in operation, (5) evaluation procedures, (6) results of analysis of data, and (7) summary of findings. Appendixes contain various forms and evaluative statements made by administrative personnel involved in the program. For the report for the period September 6, 1966, through June 16, 1967, see ED 025 971. (RL)

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MILWAUKEE PUBLIC SCHOOLS

Division of Curriculum and Instruction

PROGRAM TO INCREASE THE EFFECTIVENESS OF FOREIGN LANGUAGE UTILIZATION BY EMPLOYING LANGUAGE LABORATORY AIDES

JANUARY 31,1966-JUNE 17,1966

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PROGRAM TO INCREASE THE EFFECTIVENESS OF FOREIGN LANGUAGE LABORATORY UTILIZATION BY EMPLOYING LANGUAGE LABORATORY AIDES

INTRODUCTION

This project, organized and conducted by the Milwaukee Public Schools, Division of Curriculum & Instruction, Department of Secondary Curriculum (Foreign Language), was funded under Title I of the Elementary and Secondary Education Act of 1965. It was set up to increase the effectiveness of foreign language laboratory utilization by employing language laboratory aides in one of the city's high schools which has a large concentration of culturally disadvantaged pupils. The evaluation of the program was directed by the Department of Psychological Services and Educational Research of the Milwaukee Public Schools.

Since a language laboratory's effectiveness depends upon the ability of the teachers to use it properly without being encumbered with the technical aspects of the laboratory, and, since pupils should be provided with the maximum opportunites to practice in the laboratory, the assignment of special persons to take charge of the laboratory is the general purpose of the project.

By providing these laboratory aides, it is expected that the classroom teachers will have more opportunity to give individual attention to those pupils who are educationally disadvantaged and in need of special help.

The idea of employing carefully selected and supervised non-professionals to take over some or most of the teachers' non-professional and semi-professional tasks came into prominence in the early 1950's, because of an experiment carried out in the Bay City, Michigan school system.

After preliminary analysis had revealed that teachers were spending anywhere from 21% to 69% of their time on non-teaching chores, Bay City hired persons in the community as teacher aides to perform some of these bookkeeping, paper-correcting, and readying of classroom equipment chores. This freed the teachers to devote more time to preparing lessons, counseling and performing other skilled professional duties.

The experiment generated nationwide interest, and the "Bay City Plan" soon became the generic name for any similar arrangement using teacher aides. Teacher-aide plans of many sorts are now operating in school systems across the nation, using approximately 5,000 aides.

Other early teacher-aide projects were carried on in Fairfield, Connecticut and in New York City. These experiments, including the one at Bay City, have demonstrated that a well-planned, carefully supervised program can avoid the risks inherent in the use of non-professionals in the classroom. Fairfield has, in fact, demonstrated that a good program can use competent aides advantageously in the most controversial task of all--namely, helping with instruction.

The significance of the Bay City type of project is that aides were used to improve the quality of education by freeing teachers to spend their time in actual teaching.

A September, 1965, statement from the Minnesota State Department of Education concerning the employment of teacher aides had this to say; "The primary purpose of teacher aides is to increase the effectiveness of the teacher in the classroom. If a plan is to be set up for the use of these aides, it is important to determine the nature of the duties to be performed."[1]

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[1]Esbensen, Thorwald. "Should Teacher Aides Be More Than Clerks?" Phi Delta Kappan. January 1966.

The question then arises--should teacher aides be more than clerical aides? That is should a properly trained aide be able to perform limited instructional tasks under the general supervision of the classroom teacher? According to Esbensen (1966), the usefulness of the teacher aide should be restricted only by his own personal limitations in whatever duties may be assigned to him by the regular classroom teacher.

In 1965, Fresno, California established a compensatory education program in which teacher aides were used to supervise individual study areas in addition to taking care of clerical duties. These aides assisted the classroom teachers in various activities and in the preparation of instructional materials.

It is with this philosophy in mind that this project was organized by the Milwaukee Public Schools to aid educationally disadvantaged pupils in foreign language.

Dates of Inception and Conclusion

The Language Laboratory Aide Program in the Milwaukee Public Schools was implemented on February 18, 1966, and concluded with the end of the semester, June 17, 1966 covering a period of four months.

The report which follows describes the specific objectives of the project and the design of the study including the population served by the project, description of the project in operation, and a discussion of evaluation and data collection procedures. This report also reviews some of the findings and results of analysis of data.

SPECIFIC OBJECTIVES

The specific objectives of Phase I of the program are:

1. To increase the effectiveness of language laboratory utilization by employing language laboratory aides.

2. To determine if language laboratory aides will provide for more effective learning opportunites for students in foreign language.

3. To determine if the classroom teacher's teaching effectiveness is improved by this assistance.

4. To improve teacher morale by freeing classroom teachers from routine and mechanical responsibilities connected with the operation of a language laboratory.

The specific objective of Phase II of the project is:

1. To provide additional aural-oral practice facilities for students by the installation of a boothless language laboratory in one of the foreign language rooms at North Division High School. (Note: this phase is being implemented during the summer months, 1966, due to the delay in letting of bids for the installation of the language laboratory. Therefore, this report does not include an evaluation of this portion of the original proposal).

POPULATION SERVED BY THE PROJECT

During the past semester, this project was carried on in 17 classes at Riverside High School (a four year high school), in the City of Milwaukee, involving a total of 406 students in French, Spanish, and German. Five teachers and four part-time language laboratory aides were involved.

The project was administered by the Coordinator for Foreign Language of the Department of Secondary Curriculum, Milwaukee Public Schools, here after known as the Project Director. Other ancillary personnel included the Supervisor of Student Teachers (Foreign Language) at the University of Wisconsin-Milwaukee, and a Secretary.

DESCRIPTION OF PROJECT PROCEDURES

Riverside High School was selected as the project school since it is located in the target area designated by the Social Development Commission as being in an area of high population density and mobility. It also met the selection criteria since a large percentage of so-called culturally disadvanted pupils, as defined by the Elementary and Secondary Education Act of 1965, are attending this school. The principal and department staff were willing to cooperate in the operation of the project. Riverside High School is also located in close proximity to the campus of the University of Wisconsin - Milwaukee where the four laboratory aides were enrolled as students. This allowed a much greater flexibility in scheduling their work hours in the language laboratory than if the school had been a greater distance from the university.

The 17 classes and five teachers comprise the entire teacher-student enrollment of the modern foreign language department at Riverside High School which normally uses the facilities of the language laboratory. The 17 classes consisted of five French classes (all levels--French 2 through French 6-8); seven Spanish classes (all levels); and five German classes (all levels).

The five teachers selected all hold a State Teachers' License in this field, have specific knowledge of the effects of cultural deprivation, child development, experience in the field of foreign language education, and a general knowledge of the educational and teaching procedures in secondary schools. The range of their experience in this field was 3 years to 36 years. Two teachers hold Masters degrees and three have Bachelors degrees. All had previous experience in working with culturally disadvantaged pupils.

The function of the Project Director was to administer the project as to selection of the school and the employment of the aides. In addition, he had the major responsibility for inservice orientation of the project staff and the writing of summary reports and budgets as required. The Project Director holds a Master of Education Degree and has had 20 years of experience as a teacher and supervisor.

The function of the Research Assistant was to design a research and evaluation plan for the project, to establish procedures and a timetable for data collection, to design evaluation instruments to be used in the analysis of the projects' worth. In addition, her responsibilities included a close working relationship with the Project Director and the five classroom teachers who served the project population. Other functions of the Research Assistant included the writing of an interim or progress report in April, 1966, continuous feedback of information as to the status of the evaluation plan, final analysis of data collected and the writing of this summary report on the findings or results of the analysis of data in the project.

The Supervisor of Student Teachers (Foreign Language) at the University of Wisconsin-Milwaukee assisted in the securing of the four part-time laboratory aides.

The main function of the four aides was to supervise all aspects of the use of the language laboratory, both student personnel and equipment. However, supervision did not include instruction, which remained the responsibility of the teacher.

Selection criteria for aides included:

(1) ability to work with students and teachers

(2) background or interest in foreign language

(3) interest in teaching as a profession

(4) technical training or experience. (This criteria had to be waived since it was impossible to find persons with technical training who desired this type of employment.)

Several inservice sessions were held at different stages in the project involving various project personnel--the project director, classroom teachers, laboratory aides and research assistant.

THE PROJECT IN OPERATION

The Language Laboratory Aide Program was begun on February 18, 1966, at Riverside High School in 17 modern foreign language classes.

Four language laboratory aides, all students attending the University of Wisconsin-Milwaukee, were each employed on a part-time basis to perform a variety of duties in connection with the language laboratory, thus relieving the classroom teachers of some of the routine and mechanical duties connected with the laboratory's operation.

Data supplied on staff information sheets indicated that two of the four aides were men and all four were single. They included one graduate student, two seniors and one sophomore. Two of the four were foreign language majors and one had a foreign language minor. Three of the four were preparing to teach.

For the purpose of this evaluation, the total project population of 17 classes was randomly sampled and resulted in the selection of an evaluation sample of 11 classes, (three French, three German, and five Spanish), which involved a total of 260 pupils.

Table 1 indicates the enrollment, by language, of the project population and evaluation sample.

TABLE 1

ENROLLMENT BY LANGUAGE OF PROJECT POPULATION AND EVALUATION SAMPLE

	Project Population		Evaluation Sample	
	No. of Classes	Enrollment	No. of Classes	Enrollment
Spanish	7	160	5	117
French	5	115	3	67
German	5	131	3	76
	17	406	11	260

The language laboratory was in operation each day from 7:00 a.m. to 5:00 p.m. so that students could avail themselves of these practice facilities before school and after school, in addition to during the regularly scheduled school day. Each student was required to use the laboratory two 20-25 minute periods per week in addition to those used by his entire class. Each class had three half periods available per week. Laboratory facilities were also available for use during study halls and lunch hour.

Prior to the employment of the aides, classroom teachers were responsible for overseeing laboratory activities of study hall students, lunch hour students, and students using the laboratory before and after school--in addition to supervising their own students in the regular school day.

The aide served various functions during the time that the classroom teacher had his class in the laboratory in the regular class period:

1. The aide supervised the students from the regular class as well as those students from the study hall who were using available booths.

2. The aide proctored students from the study hall who were seated in desk chairs while they waited their turn to rotate with the other "study hall" students presently using the booths.

3. The aide supervised the activities of the school's language laboratory cadets who were responsible for threading tapes at the console.

It was anticipated that:

1. The foreign language teachers would be able to conduct language laboratory sessions more effectively without being burdened with the technical aspects of the laboratory.

2. Pupils would be provided with the maximum opportunities to practice in the laboratory.

3. Classroom teachers would have more opportunity to give individual help to pupils in need of special help.

4. Teachers would have additional student counseling time.

5. Teacher morale would be improved by freeing classroom teachers from routine and mechanical responsibilities connected with the laboratory's operation. The elimination of the teachers' laboratory supervision before and after school and during free periods and lunch hour would also improve teacher morale.

EVALUATION PROCEDURES

A one-group descriptive evaluation design, which also used data on the project group compared with that from a previous year in the project school, was used. As stated above, the evaluation sample totaled 260 pupils. Data for these pupils is included in the analysis.

A comparison was made of laboratory utilization during the regular class periods with that of second semester, 1965.

A comparison was made between language laboratory attendance before school, after school, and during study periods with attendance in the second semester, 1965.

A comparison between teachers' responsibilities in the operation of the laboratory before and after the employment of the aides was made.

Teachers were asked to evaluate the help received from the aides, to give their reactions to the aides' activities, and opinions as to improvement of teacher morale.

Aides were asked to keep a log of their activities in connection with the operation of the language laboratory and to evaluate the project as a whole.

Teacher and principal evaluations of the total project were also obtained.

A pupil attitude survey was administered to the pupils in the evaluation sample early in June by the research assistant. This survey included 12 items, six were based on attitudes toward self, school and peers; and six on attitudes toward foreign language--specifically the language laboratory. Since this was not administered as a pre-measure, the survey employed the procedure of retrospection. Students were asked how they feel now and how they felt last semester about each item.

Table 2 presents the time schedule used in gathering this data.

TABLE 2

DATA COLLECTION TIMETABLE

March 15	Project population by classes and teachers due.
April 1	Classes randomly sampled for evaluation sample.
April 22	Staff sheets for information on language laboratory aides due.
May 31 - June 3	Pupil Attitude Survey to randomly selected classes by Educational Research Department.
June 3	Laboratory Aides' Work Analysis Sheets due. Teacher Questionnaire on Aides' Help and Teacher Morale--due. Laboratory Aides Questionnaire on Project--due. Log of teachers' responsibilities before and after employment of aides--due. Teachers' and Supervisor s Reaction to aide activity--due.
June 10	Teachers'Evaluation of Project--due. Principal's Evaluation of Project--due.
June 17	Language Laboratory Utilization Records for second semester, 1965 and for second semester, 1966--due.

Limitations of Data Collection Procedures

1. The lack of a control group to be used in comparison with the project group was a limitation in the data collection procedures. Plans are being made to establish a contrast group for the coming year. These pupils will be approximately the same grade level, chronological age, and come from the same socio-economic background as the project group. However, the control group would be using a language laboratory where no aides were employed.

2. The pupil attitude survey should be administered as a pre-post instrument instead of using retrospection as was done this past semester.

RESULTS OF ANALYSIS OF DATA

Since this design was primarily descriptive in nature instead of experimental, subjective data was used in the evaluation almost exclusively. Therefore, no baseline data such as chronological age, intelligence test scores or specific grade level was collected on pupils in the evaluation sample. Since an improvement in pupil achievement in foreign language was not a specific objective of the project, no achievement tests were used in the evaluation of the project's worth.

Comparison of Laboratory Utilization Records

A comparison of the language laboratory utilization at Riverside High School for the second semester, 1966 (duration of the project), with a comparable period--second semester, 1965, was made. Table 3 shows the results of this comparison.

TABLE 3

LANGUAGE LABORATORY UTILIZATION

	Number Periods Used	Number Minutes Used	Length of Lab.Period (median)	No. Pupils Using Lab. Before School	No..Pupils- Using Lab.. After School	No.Passes Issued Study Hall
2nd semester 1965	492	13,513	25	1,714	1,039	12,503
2nd semester 1966	519	11,494	20	1,040	1,169	11,735
Difference	+27	-2,019	-5	-674	+130	-768

It appears that laboratory utilization increased this past semester over a comparable period last year in only two categories. There were more students using the language laboratory facilities after school and there was more usage of the laboratory during periods in the regular school day. However, the total number of minutes the laboratory was used showed a decrease, since the median length of the laboratory period decreased from 25 to 20 minutes. This median of 20 minutes, according to recommendations of authorities in the field, is more realistic for secondary school laboratory use.

Teacher Responsibilities Before and After Aides' Employment

Classroom teachers were asked to list the duties previously performed by them, which were now done by the language laboratory aide this past semester. A compilation of these follows:

1. Supervising the language laboratory during free hours and lunch hours.
2. Supervising the laboratory before and after school.
3. Checking attendance of laboratory pass holders during hours of supervision.

4. Maintenance of tape library, (marking and filing of tapes).
5. Supervising student laboratory monitors.
6. On call for emergencies occurring in the laboratory.

Teachers were also asked to evaluate the help they received from the aides. In answer to the question, "In what ways do you feel the aide has helped you?", teachers responded:

1. "I had time to use my free hour as a preparation period."

2. "I was able to give students special help after school instead of supervising the lab."

3. "Minor discipline problems were taken care of by the aide."

4. "Because of the aide, I have an extra 90 minutes per day for preparation, grading papers, and working with individual pupils."

Teacher Morale

In answer to the question, "How has teacher morale been improved by the employment of the aides?", teachers replied:

1. "There has been more time to prevent work from piling up so the teacher doesn t feel so 'bogged' down."

2. "There is time to relax in an uninterrrupted lunch period."

3. "Morale has been improved considerably since our free period is no longer devoted to supervision of the lab. This free time enables us to get away from the department, the lab, and the students."

4. "After school hours are now free enabling us to give special help to individual students with problems. This relieves the feeling of frustration of trying to be two places at once."

5. "A teacher used to have to open the lab at 7:00 a.m., and another remain until 5:00 p.m. Two teachers were needed during each period for supervision of the students using the lab and those studying while waiting their turn. We ate lunch hurriedly in order to get back to the lab. I don't feel as rushed now and that helps morale."

6. "Since I no longer am required to perform mechanical tasks such as checking passes, repairing tapes, etc., I am able to concentrate on my professional duties."

Teacher Reaction to Aide Activity

A questionnaire using a five-point Likert scale was submitted to the teachers and supervisor to pick up their reactions to aide activity. Five out of these six project personnel strongly agreed that an outcome of aide activity is the performance of services that save a significant amount of time of school personnel. Four of the six agreed that there was improvement in the student-teacher relationship as an outcome of aide activity. The other two were undecided. Five of the six were undecided as to whether pupil attitudes toward school were improved, or whether pupil behavior showed improvement as an outcome of aide activity. One person agreed that pupil attitudes and behavior were improved.

Aides Questionnaire

A questionnaire was completed by the four language laboratory aides. A compilation follows:

State in what ways you believe pupil-teacher relationships have improved as a result of your work:

1. "The teacher now has more time to work with students who need special help instead of supervising the lab and its student personnel."

2. "Teachers now have more time for pupil-teacher conferences."

3. "I believe the teacher's image has been improved in many cases. Some pupils regarded him as the lab 'watchdog' when so much his time was occupied with supervision. Now they regard him primarily as a teacher and not as a disciplinarian. This makes a better rapport between students and teacher."

State in what ways you are aiding the schools:

1. "I feel that my work as an aide was even more appreciated because of my working hours--7:00 to 9:00 a.m."

2. "The closer supervision of the lab by the aide while the teacher is teaching helps reduce the chances of vandalism and disruptive behavior in the lab."

3. "I was able to take over some of the clerical duties of scheduling, etc., so that the teacher could give more time to the pupils."

Language Laboratory Aide Work Analysis

Language laboratory aides were asked to keep a weekly log of their various duties. A cumulative list was compiled for the four aides. The "total times item done" column refers to the frequency of this task during the duration of the project. Even if the job was of long duration or repeated every day during the week, it was counted as "one time" for that week.

Table 4 on the next page indicates the description andfrequency of these activities.

TABLE 4

LANGUAGE LABORATORY AIDE WORK ANALYSIS SHEET
CUMULATIVE LIST

		Total Times Item Done
1.	Supervised study hall students in the lab.	49
2.	Maintained statistics on lab utilization.	49
3.	Supervised work of lab cadets.	47
4.	Organized and supervised "Assignments to Lab" for students.	40
5.	Maintained log of lab forms and requisitioned replacement.	38
6.	Kept tapes and tape boxes in repair and correctly shelved.	24
7.	Maintained log of repairs needed.	19
8.	Assisted teachers in orienting students to use lab correctly.	18
9.	Checked on vandalism to equipment	17
10.	Prepared lab schedule for classes.	15
11.	Requistioned for repairs under supervision of chairman.	7
12.	Corrected tests, made out grade reports, student activity points.	5
13.	Maintained log of lab supplies and requisitioned replacement.	4
14.	Supervised cleaning of earphones, front facing of booths, etc.	3
15.	Organized schedule for housekeeping and equipment maintenance.	3
16.	Placed identification on tapes, boxes, etc.	2
17.	Worked on card index file.	1
	TOTAL JOBS DONE	341

As can be seen, supervision of study hall students in the lab, maintenance of laboratory utilization statistics, and supervision of work of lab cadets were the most frequent tasks assigned to the aides. However, an analysis of all 17 of their activities reveals that these were tasks that normally would have been done by the teachers if there were no aides. Since the aides were assigned these routine jobs, which are necessary in the operation of the language laboratory, it can be assumed that the teacher was able to use this freed time to perform his professional duties to a greater extent than previously.

Pupil Attitude Survey Results

A pupil attitude survey was administered by the Research Department early in June to 203 pupils in the evaluation sample. This survey employed the process of retrospection in order to find out how pupils felt about certain characteristics "now and last semester." The survey consisted of 12 items--six were based on attitudes toward school, teachers, homework, subject being taught, students in the foreign language class, and self in school; the other six items pertained to the specific project. Pupils were to check their response for each item on a seven-point Likert Scale. A copy of this survey is included in the Appendix.

Instrument Reliability

The first six items were administered to approximately 900 pupils in three secondary curriculum projects, all funded under Title I of the Elementary and Secondary Education Act of 1965.

In order to test the reliability of the instrument, a test-retest situation was set up. Six classes--two seventh grade, two ninth grade and two eleventh grade--were randomly selected by a stratified sampling

from those in the evaluation samples of the three secondary curriculum projects. The survey was administered to the 96 pupils in these classes and one week later readministered by the same person to the same pupils.

Only items one to six in the "now" category of the of the test and retest were used in the comparison for reliability. Figures 1a, 1b, 1c in the appendix graphically show the results of the test-retest situation on the pupil attitude survey in six randomly selected classes-- two seventh grade, two ninth grade and two eleventh grade.

In most cases, means by item on the retest were lower than on the test at all grade levels. However, pupil attitudes appear to follow a consistent pattern for the most part when comparing test-retest means on individual items.

Table i in the appendix shows the results of the test-retest procedure for instrument reliability at these three grade levels. Only four of the 18 items for the three grade levels showed a rise in the means between test and retest, 13 went down and one remained the same. It is apparent that pupil attitudes changed between test-retest in a negative direction. Time of administration of the retest could be considered an important factor, since the survey was given less than a week before the final examination period and closing of school with its attendant pressures on the students.

Control Group on Attitude Survey

A control group was established for comparison purposes on the attitude survey. A stratified sampling was made of seventh, ninth and eleventh grade English classes in two junior high schools and one high school, all located in the Milwaukee target area designated by the Social Development Commission as containing a large percentage of culturally disadvantaged

pupils. Six classes--two of each grade level--were randomly selected to be tested on the first six items of the pupil attitude survey. A total of 159 pupils comprised this control group.

Table 5 indicates the T scores for variables one to six and for the sum of variables one to six on the pupil attitude survey administered to the control group.

TABLE 5

t SCORES FOR CONTROL GROUP ON PUPIL ATTITUDE SURVEY
N=159

t scores for Variable 1 to 6

1	2	3	4	5	6
1.1067	-.0965	-.5280	.2823	1.0069	-.1166

t score for sum of Variables one to six is: .5894

No significant difference between pupil attitudes "then and now" was found on any of the six items at the .05 level when analyzing the data obtained on the control group.

Experimental Group-Attitude Survey

Table 6 indicates the t scores for variables one to six and their sum, and for variables seven to 12 and their sum on the pupil attitude survey administered to the project evaluation sample.

TABLE 6

t SCORES FOR PROJECT EVALUATION SAMPLE
ON PUPIL ATTITUDE SURVEY
N=203

t scores for variable 1 to 6					
3.9732*	.1517	.8115	1.4662	2.1867**	.3933
t score for sum of variables one to six is: 2.6802*					
t scores for variables 7 to 12					
7	8	9	10	11	12
3.8882*	2.6365*	4.2037*	.9456	.7666	1.9661
t score for sum of variables seven to 12 is: 4.4490*					

* significant at .01 level
** significant at .05 level

In analyzing the data obtained by computer, it is apparent that while the control group showed no significant difference between their attitudes of "now and last semester" toward school, teachers, subject, students in this class, homework, and self in school, the project pupils showed a significant difference in a positive direction in their attitudes on two specific items and on the first six items as a whole in the pupil attitude survey.

Significant differences in a positive direction at the .01 level also existed in three of the six items based on pupil attitudes toward the various aspects of the project; namely, "special help from my foreign language teacher," "opportunity to practice in the laboratory," and "additional student counseling by the teacher." A significant difference also was found on the six project items as a whole.

Project Evaluation by Teachers

Teachers were asked to evaluate the project at it conclusion. In their opinion: four out of the five felt that a closer pupil-teacher relationship was a result of the project; two out of the five felt that motivation and behavior of the students was better. The other three found no change as a result of the project.

Most helful features of this project in the opinion of the teachers was that it allowed the student to use the laboratory more effectively, reduced the teachers' clerical load involved in the operation of the laboratory, and gave the teachers more time to devote to teaching rather than supervision.

The only change in the project recommended was the employment of one full-time aide instead of four part-time aides. All teachers evaluated the overall project faborably.

Project Evaluation by Principal

The principal of the project school evaluated the project as follows: "As a result of this project, there has been outstanding improvement in the teaching-learning environment; pupil-teacher relationship and teacher morale; and there has been satisfactory improvement in pupil attitude and teaching performance in this area."

SUMMARY OF FINDINGS

Strengths of the Project

1. Classroom teachers felt that the employment of language laboratory aides had relieved them of many routine and mechanical duties associated with the operation of the language laboratory.

2. Teachers felt that they were able to devote more time to class preparation, special help to individual students, and professional teaching duties; also that less time was spent in routine supervision of the laboratory since the employment of the aides.

3. Most teachers felt that teacher morale had been improved since their free periods, lunch hours, and periods before and after school had been freed from lab supervision.

4. When a comparison was made between second semester, 1965 and second semester, 1966, an increase was noted in laboratory utilization after school and in the number of periods it was used during the school day.

5. Project personnel felt that the pupil-teacher relationship was strenghtened as a result of the project.

6. Language laboratory aides felt that they were being used effectively for the most part and considered their work to be a help to both the school and themselves.

7. Pupil attitudes at the conclusion of the project showed a significant change in a positive direction over the previous semester on five of the 12 items, while attitudes of pupils in a control group showed no significant difference.

Limitations of the Project

1. The fact that Phase II of the project was not implemented this past semester is to be considered a limitation of the project. This phase provides additional aural-oral facilities for students by the installation of a boothless language laboratory in one of the foreign language rooms at North Division High School. As of August, 1966, bids have been let and the boothless language laboratory should be ready for use in the fall semester.

REFERENCES

1. Eric #1462-Fresno, California, Compensatory Education Program; 1965.

2. Eric #2305-Fund for Advancement of Education-Decade of Experiment; 1961.

3. Esbensen, Thorwald. Should Teacher Aides Be More Than Clerks? Phi Delta Kappan; January 1966.

APPENDIXES

A. Staff Information Sheet

B. Language Laboratory Aid Work Sheet

C. Pupil Attitude Survey
   Table i
   Figures 1a, 1b, 1c

D. Teacher Responsibilities

E. Teacher-Supervisor Reaction to Aide Activity

F. Teacher Evaluation Form

G. Services Contributed by Aide

H. Questionnaire for Aides

I. Principals Reaction

Date_____

FOREIGN LANGUAGE LAB. AIDE

INFORMATION

Name_____, _____ Male_____
Last First Female_____

Married_____ If married, number of children? Boys_____Girls_____

Ages: _____, _____, _____, _____, _____, _____, _____

Single_____

Circle year in college - Freshman Sophomore Junior Senior Graduate

Do you have a foreign language major?_____

minor?_____

Which language?_____

Are you preparing to teach?_____

What do your find interesting about your job as a language lab. aide?

_____

_____

_____

LANGUAGE LABORATORY AIDE
WORK ANALYSIS SHEET

Name:_____

Week Ending:_____

Total No. Hours for Week:_____

JOBS DONE DURING THE WEEK OF THIS REPORT

		Check Only If Done
1.	Supervised study hall students	_____
2.	Assisted teachers in orienting students to use lab correctly.	_____
3.	Assisted new teachers in proper use of lab equipment.	_____
4.	Trained new language lab cadets.	_____
5.	Supervised work of language lab cadets.	_____
6.	Prepared lab schedule for classes.	_____
7.	Organized and supervised "Assignments to Lab" for study hall students and those who used it before and after school.	_____
8.	Has there been any vandalism to equipment this week? If so, state to what extent_____ _____	_____
9.	Organized schedule for housekeeping and equipment maintenance.	_____
10.	Maintained a log of repairs needed.	_____
11.	Made requistions for necessary repairs under supervision of foreign language department chairman.	_____
12.	Worked on card index file.	_____
13.	Placed identification on tapes, boxes, etc.	_____
14.	Kept tapes and tape boxes in repair and correctly shelved.	_____
15.	Copied discs on tapes.	_____
16.	Maintained log of lab supplies (blank tapes, labels, leader tape, splicing tape, empty reels) and requisitioned replacement as needed.	_____

Check Only
If Done

17. Maintained log of lab forms (hourly charts, lab passes tape requests) and requisitioned replacement as needed. _____

18. Maintained statistics on lab utilization. _____

19. Processed and kept file of teacher requests for tape duplication. _____

*20. List below other jobs performed this week.

21. _____

22. _____

23. _____

24. _____

25. _____

SCHOOL _____ MILWAUKEE PUBLIC SCHOOLS NAME _____

CLASS _____ DATE _____

BOY____ GIRL____ AGE____

NOW

1. MY SCHOOL
   \+ Very good ____ ____ ____ ____ ____ ____ ____ - Very bad
   How I feel this semester

2. TEACHERS IN MY SCHOOL
   \+ Very good ____ ____ ____ ____ ____ ____ ____ - Very bad
   How I feel this semester

3. HOMEWORK
   \+ Very good ____ ____ ____ ____ ____ ____ ____ - Very bad
   How I feel this semester

4. THE SUBJECT AREA TAUGHT IN THIS CLASS
   \+ Very good ____ ____ ____ ____ ____ ____ ____ - Very bad
   How I feel this semester

5. THE STUDENTS IN _____ CLASS
   \+ Very good ____ ____ ____ ____ ____ ____ ____ - Very bad
   How I feel this semester

6. MYSELF IN SCHOOL
   \+ Very good ____ ____ ____ ____ ____ ____ ____ - Very bad
   How I feel this semester

LAST SEMESTER

1. MY SCHOOL
   \+ Very good ____ ____ ____ ____ ____ ____ ____ - Very bad
   How I felt last semester

2. TEACHERS IN MY SCHOOL
   \+ Very good ____ ____ ____ ____ ____ ____ ____ - Very bad
   How I felt last semester

3. HOMEWORK
   \+ Very good ____ ____ ____ ____ ____ ____ ____ - Very bad
   How I felt last semester

4. THE SUBJECT AREA TAUGHT IN THIS CLASS
   \+ Very good ____ ____ ____ ____ ____ ____ ____ - Very bad
   How I felt last semester

5. THE STUDENTS IN _____ CLASS
   \+ Very good ____ ____ ____ ____ ____ ____ ____ - Very bad
   How I felt last semester

6. MYSELF IN SCHOOL
   \+ Very good ____ ____ ____ ____ ____ ____ ____ - Very bad
   How I felt last semester

NOW

7. ABOUT SPECIAL HELP FROM MY FOREIGN LANGUAGE TEACHER

\+ Very good ____ ____ ____ ____ ____ ____ ____ − Very bad

How I feel this semester

8. ABOUT THE OPPORTUNITY TO PRACTICE IN THE LABORATORY

\+ Very good ____ ____ ____ ____ ____ ____ ____ − Very bad

How I feel this semester

9. ABOUT ADDITIONAL STUDENT COUNSELING BY THE TEACHER

\+ Very good ____ ____ ____ ____ ____ ____ ____ − Very bad

How I feel this semester

10. ABOUT ENROLLING IN ANOTHER FOREIGN LANGUAGE COURSE

\+ Very good ____ ____ ____ ____ ____ ____ ____ − Very bad

How I feel this semester

11. ABOUT THE SUPERVISION OF THE LANGUAGE LABORATORY

\+ Very good ____ ____ ____ ____ ____ ____ ____ − Very bad

How I feel this semester

12. ABOUT MY ABILITY TO SPEAK THE LANGUAGE I'M TAKING

\+ Very good ____ ____ ____ ____ ____ ____ ____ − Very bad

How I feel this semester

LAST SEMESTER

7. ABOUT SPECIAL HELP FROM MY FOREIGN LANGUAGE TEACHER

\+ Very good ____ ____ ____ ____ ____ ____ ____ − Very bad

How I felt last semester

8. ABOUT THE OPPORTUNITY TO PRACTICE IN THE LABORATORY

\+ Very good ____ ____ ____ ____ ____ ____ ____ − Very bad

How I felt last semester

9. ABOUT ADDITIONAL STUDENT COUNSELING BY THE TEACHER

\+ Very good ____ ____ ____ ____ ____ ____ ____ − Very bad

How I felt last semester

10. ABOUT ENROLLING IN ANOTHER FOREIGN LANGUAGE COURSE

\+ Very good ____ ____ ____ ____ ____ ____ ____ − Very bad

How I felt last semester

11. ABOUT THE SUPERVISION OF THE LANGUAGE LABORATORY

\+ Very good ____ ____ ____ ____ ____ ____ ____ − Very bad

How I felt last semester

12. ABOUT MY ABILITY TO SPEAK THE LANGUAGE I'M TAKING

\+ Very good ____ ____ ____ ____ ____ ____ ____ − Very bad

How I felt last semester

TABLE i

TEST-RETEST RELIABILITY RESULTS
ON PUPIL ATTITUDE SURVEY

N=96

Item		7th Grade		9th Grade		11th Grade	
1.	Test	4.7	+.2 diff.	6.2	-.8 diff.	5.5	-.1 diff.
	Retest	4.9		5.4		5.4	
2.	Test	5.0	-.4 diff.	6.1	-.5 diff.	5.5	-.3 diff.
	Retest	4.6		5.6		5.2	
3.	Test	3.8	+.1 diff.	5.5	+.1 diff.	4.4	-.1 diff.
	Retest	3.9		5.6		4.3	
4.	Test	5.7	-.4 diff.	6.3	-.3 diff.	4.9	+.1 diff.
	Retest	5.3		6.0		5.0	
5.	Test	5.2	-.5 diff.	5.6	-.1 diff.	5.3	0 diff.
	Retest	4.7		5.5		5.3	
6.	Test	5.5	-.3 diff.	6.0	-.4 diff.	5.1	-.6 diff.
	Retest	5.2		5.6		4.5	

Figure 1 A

Grade 7

PUPIL ATTITUDE SURVEY
TEST - RETEST

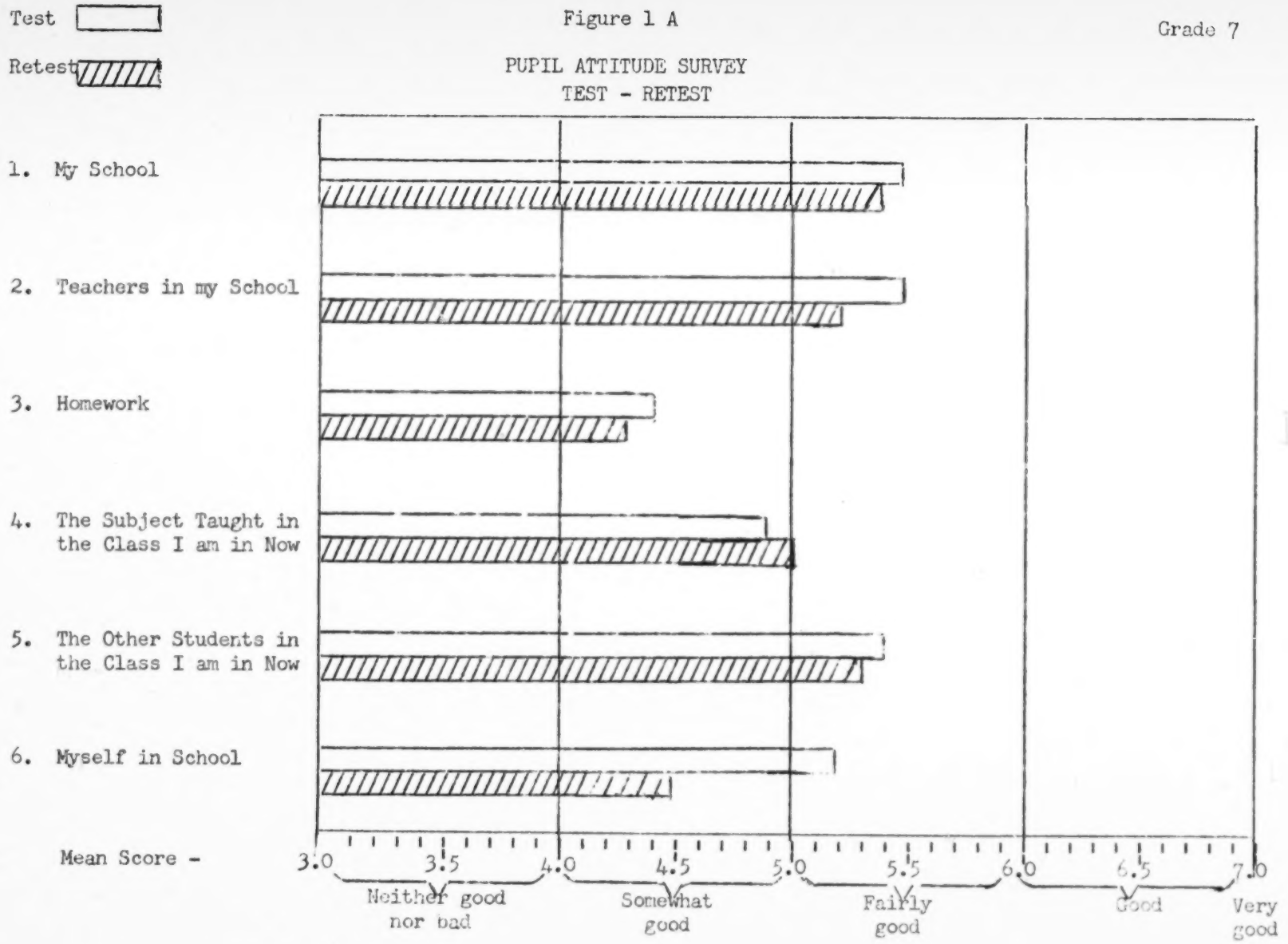


Figure 1 B

Grade 9

PUPIL ATTITUDE SURVEY
TEST - RETEST

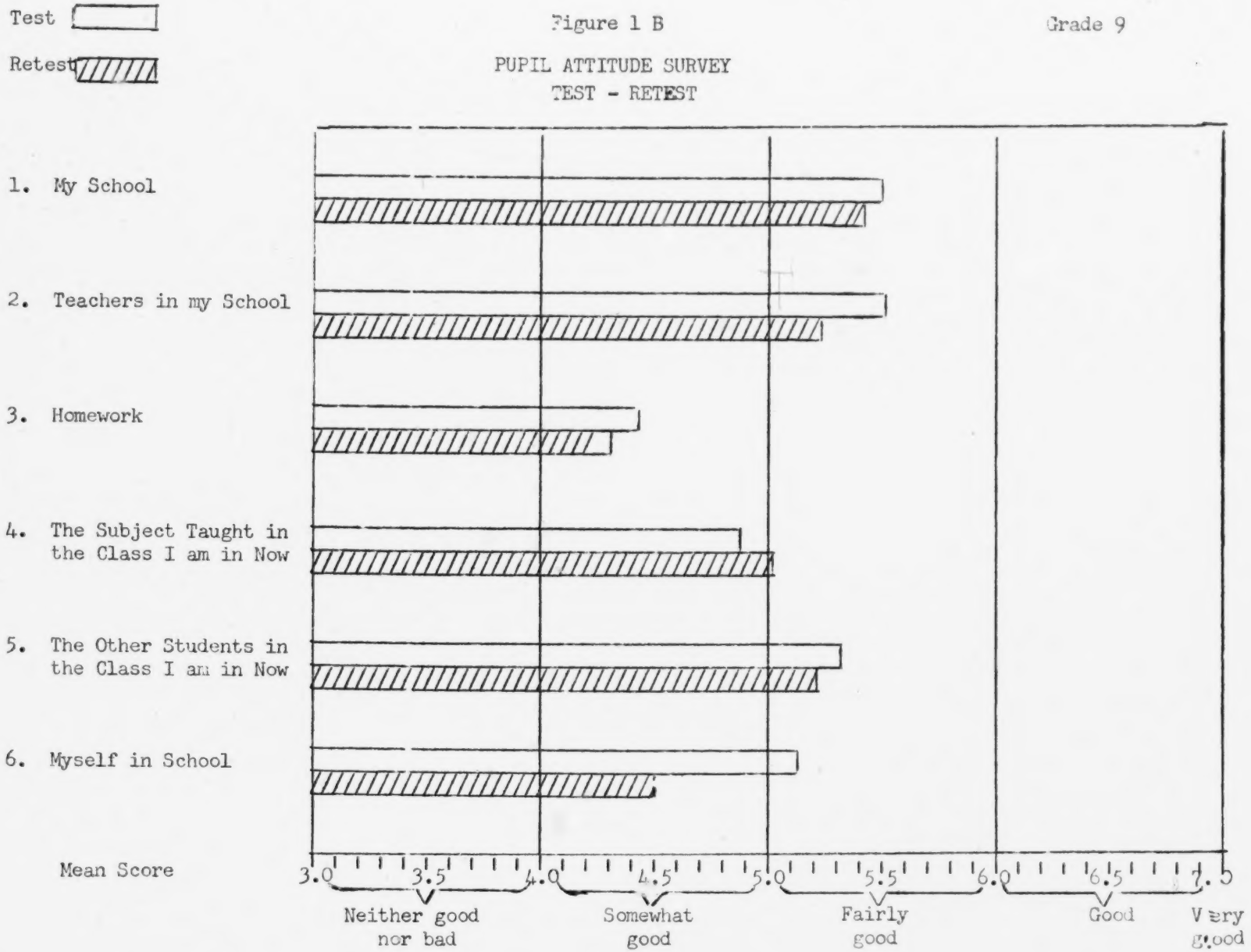
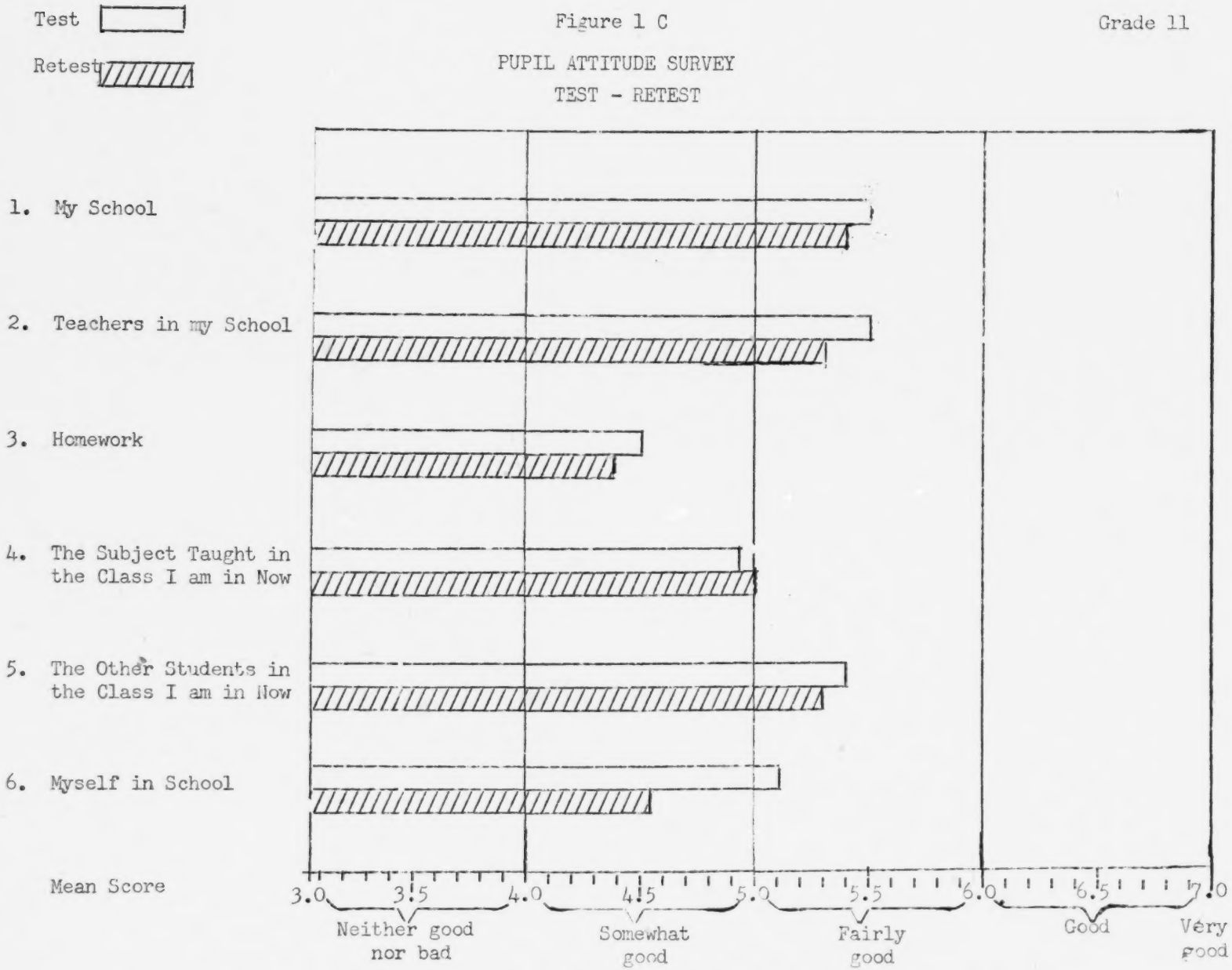


Figure 1 C

Grade 11

PUPIL ATTITUDE SURVEY

TEST - RETEST



TEACHER RESPONSIBILITIES

Please list the duties previously performed by you which are now done by the aide.

Check one:

_____Home Economics Project
_____Foreign Language Project

REACTIONS TO AIDE ACTIVITY

(Below are some statements about the work of the aide. Please place a check on each line which best describes your reactions to each statement.)

1. An outcome of aide activity is -
   performance of services that save a significant amount of time of school personnel.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

2. An outcome of aide activity is -
   improvement of the relationship between the teacher and the pupil.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

3. An outcome of aide activity is -
   improvement of attitudes of students toward school.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

4. An outcome of aide activity is -
   improvement of pupil behavior.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

5. An outcome of aide activity is -
   improvement in pupil attendance.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

CHECK ONE:

_____ Home Economics Project

_____ Foreign Language Project

CHECK ONE:

_____ Principal

_____ Supervisor

_____ Teacher

MILWAUKEE PUBLIC SCHOOLS

TEACHER EVALUATION FORM

We would like you to help us evaluate the _____ funded under the Elementary and Secondary Education Act. In this way, we can determine the strengths and weaknesses of the project this last semester, and so plan better for the future. This evaluation should not require more than ten minutes of your time.

There are two types of questions. For the first, you should simply check the adjective that best describes your feelings about the question.

Example:

How do student's oral reports compare with written work in helping students to reason critically?

_____	_____	X	_____	_____
Much Better	Better	Same	Lower	Much Lower

The second type of question is a short-answer question. For these you should write out the idea or ideas that the question suggests to you.

When you have completed this evaluation, enclose it in the school-museum envelope and send it directly to the Research Department. Thank you for your cooperation.

I am connected with:

_____ Elementary Language Development Project

_____ Elementary Reading Center Project

_____ Secondary Foreign Language Project

_____ Secondary Home Economics Project

_____ Secondary Science Project

1. Do you feel that the students selected for the project classes received more benefit from this type of class setting than they would have from a regular class setting?

Definitely Yes	Yes	Neutral	No	Definitely No

2. How did the motivation of the students in the project classes compare with that of similar students in a regular class setting?

Much Better	Better	Same	Lower	Much Lower

3. How did the behavior of the students in this type of classroom setting compare with students in a regular class setting?

Much Better	Better	Same	Lower	Much Lower

4. Does the project help promote a closer teacher-student relationship?

Definitely Yes	Yes	Same	No	Definitely No

5. Have the instructional materials generally been appropriate and satisfactory for the classes?

Definitely Yes	Yes	Somewhat	No	Definitely No

6. What in your opinion is the most helpful feature in this project?

_____

_____

_____

7. What in you opinion is the least helpful feature in this project?

_____

_____

_____

8. Did you feel that you personally have been sufficiently involved in the structuring and planning of this project?

Definitely	Yes	Somewhat	No	Definitely No

9. What additional instructional aids would have been helpful to you?

_____

_____

_____

10. How would you rate the help that you received from your Supervisory Staff?

Outstanding	Excellent	Good	Fair	Inferior

11. Do you feel that you would benefit from additional inservice orientation sessions?

Definitely Yes	Yes	Somewhat	No	Definitely No

12. What do you think generally about the procedures being used to evaluate this project?

Outstanding	Excellent	Good	Fair	Inferior

13. What changes would you make in this project?

_____

_____

_____

14. How do you feel that the teachers in your school not directly associated with E.S.E.A. projects react toward your project?

Very Favorably	Favorably	Neutral	Unfavorably	Very Unfavorably

15. How do you evaluate this project overall?

Very Favorably	Favorably	Neutral	Unfavorably	Very Unfavorably

16. How do you evaluate overall the Elementary Secondary Education Act projects at your school?

Very Favorably	Favorably	Neutral	Unfavorably	Very Unfavorably

If there are any other comments that you wish to make, please feel free to do so here:

SERVICES CONTRIBUTED BY THE AIDES

1. In what ways do you feel the aide has helped you? (Please be as specific as possible)

2. In what ways do you feel the aide could be used more effectively?

3. Has teacher morale been improved by the employment of aides? If so, in what way?

QUESTIONNAIRE FOR AIDES

1. Please state in what ways you believe pupil-teacher relationships have improved as the result of your work. (Please be as specific as possible)

2. Please state in what ways you believe you are aiding the schools.

3. Please state in what ways your work as an aide has had an effect on the school adjustment of pupils.

4. In what ways do you feel you, as an aide, could be used more effectively?

Check one:
_____ Home Economics
_____ Foreign Language

Please return to Mrs. L. Doepke, Educational Research before June 3.

MILWAUKEE PUBLIC SCHOOLS
Division of Curriculum and Instruction

June 2, 1966

MEMORANDUM - Principals' Reaction Form for ESEA Projects

To: (Addressee-Principal)

The purpose of this memorandum is to ask you, as a school principal, to share with us your opinion of ESEA projects which have operated this semester in your school. The ESEA projects are those which are funded under the Elementary and Secondary Education Act.

Completing a questionnaire on each project in each school would be a formidable task. In order to obtain your judgement as accurately and efficiently as possible, we have prepared a single chart which includes all the projects and objectives. We hope you will find it comprehensive and convenient.

This information will be supplementary to that provided by other data collecting procedures. For example, pupil achievement is not included in this list of objectives because other methods will be used to assess pupil achievement.

On the attached chart, we have listed the titles of the ESEA projects. On the left-hand side of the page you will find a listing of objectives (aims or goals) that are common to several of the projects. Cells within certain rows and columns of the chart are circled in red to indicate that these specific objectives apply to a given project in your school. Using the key shown below, please place a rating within each circled cell.

Please return this form in the enclosed self-addressed envelope by June 15, 1966. If you have any questions, call John Belton, Supervisor of Educational Research, 476-3670, Extension 394.

Use the ratings as follows:

RATING KEY

3. Project fulfilled this objective to an outstanding degree

2. Project satisfactorily reached this objective

1. Project was unsatisfactory in reaching this objective

0. I have no opinion

OBJECTIVES (AIMS OR GOALS OF E.S.E.A. PROJECTS)

School_____

Key:
3 = Outstanding
2 = Satisfactory
1 = Unsatisfactory
0 = No Opinion

Category	As a result of this project, there has been improvement in:	SAMPLE: Lower Pupil-Teacher Ratio Project No. XX	S-1A Language Arts	S-1B Foreign Language	S-1C Home Economics	S-1D Mathematics	S-1E Science	S-1F a. Grade 7 Social Studies	S-1F b. Grade 9 Citizenship	S-1F c. Grade 11 U. S. History	S-2 After-School Reading Centers	S-3 Library Services and Facilities	S-4 Secondary Music Experience	SS-1 Expansion of Psychological Services
A.	Teacher-Learning Environment	(2)												
B.	Teaching Performance in This Area													
C.	Pupil Attitude	(1)												
D.	Personal Development of Pupil	(2)												
E.	Pupil-Teacher Relationship	(3)												
F.	Home-School Relations													
G.	Out-of-School Activities													
H.	Curriculum Materials													
I.	Teacher Morale	(3)												
J.	Supervision													

5/66